SAFE AND ETHICAL AI-BASED SELF-HEALING MENTORING FOR STUDENTS OF SMP NEGERI 30 MUARO JAMBI

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Abstract: *The development of Artificial Intelligence (AI) provides opportunities for students to use technology as a tool to support self-reflection and emotional management. However, its use in the context of mental health requires an understanding of safety, ethics, privacy, and technological limitations. This community service program aimed to provide assistance to students in utilizing AI as a self-healing support tool in a safe, ethical, and responsible manner. The program was conducted at SMP Negeri 30 Muaro Jambi and involved 30 students and a school guidance and counseling teacher as a partner. The program employed a Participatory Action Research (PAR) approach through four stages: preparation, core implementation, evaluation, and sustainability. The activities included orientation and initial assessment, emotion and stress recognition, overthinking management, self-healing techniques, AI-assisted self-reflection, and education on the ethics and safety of AI use. Participant responses were evaluated among 24 students using a 1–4 scale instrument covering material comprehension, usefulness, delivery, media, comfort, application of knowledge, and interest in future activities. The evaluation results showed an overall mean score of 3.43 out of 4.00, equivalent to 85.74%, which was categorized as very good. The highest score was found in participants' interest in attending similar activities in the future (90.91%), while all evaluation indicators remained in the very good category. The program indicates that practice-based assistance can help students understand AI as a support tool for self-reflection while strengthening their awareness of privacy, safety, ethics, and the limitations of AI in the context of mental health. Program sustainability is directed toward integrating the materials into school guidance and counseling services and continuing support through the school guidance and counseling teacher.*

Keywords: *Self-Healing, Artificial Intelligence, AI Literacy, Mental Health, Participatory Action Research*

INTRODUCTION

Students' mental health is an issue that is receiving increasing attention in education. When facing various problems, students may experience reduced motivation, focus, and academic achievement. If left unaddressed, students with mental health difficulties can face negative consequences such as difficulty forming friendships, poor academic performance, frequent absences, and the risk of suspension or expulsion. Addressing these problems is very important for students' overall well-being and academic success (Konadu & Kusi, 2025; Patel et al., 2023). On the other hand, the limited availability of guidance and counseling services in schools is a challenge in itself (Lambie et al., 2019). Not all students have adequate access to BK teachers, whether because of an imbalanced ratio or limited service time (Gysbers & Henderson, 2014). Therefore, innovative approaches are needed that can bridge students' need for psychological support in a broader, more flexible, and more accessible way (Ellis et al., 2020).

Technological developments, particularly artificial intelligence (AI), open new opportunities in the field of mental health (Sezgin & Kocaballi, 2025). Chatbot-based AI is now widely used as a supporting medium for providing emotional support, self-reflection, and mental health education (D'Alfonso, 2020). The study by Shi et al. shows that AI-based chatbots have potential for increasing mental health awareness and encouraging *help-seeking behavior*) in individuals with depressive symptoms (Shi et al., 2025; Park et al., 2025). Moreover, a recent meta-analysis shows that the use of AI chatbots among adolescents and young adults can provide a moderate improvement in mental well-being, although its effectiveness depends heavily on interaction design and the level of user engagement (Feng et al., 2025; Feng et al., 2025). From several of these studies, it can be concluded that the use of AI can be very helpful for adolescent mental health (Fulmer & Zhai, 2022). However, it must also be limited, not to the provision of services and solutions but to reinforcement in the form of support and help in validating the feelings being experienced (Susanthi et al., 2022).

Based on initial observations and a literature review, the partner (school) faces several problems in implementing guidance and counseling services, particularly regarding students' mental health in the digital era. Students' mental health literacy is low (Buechner, 2021). Many students are not yet able to recognize emotions, manage stress, or understand how to perform self-healing appropriately (Preece, 2026). This condition causes students to tend to experience overthinking, anxiety, and academic pressure without adequate coping strategies (Maqsood et al, 2024; Watson et al., 2022). Guidance and counseling services in schools are limited. The imbalanced ratio of BK teachers to students means that counseling services are not yet optimal and cannot yet reach all students' individual needs (Kolbert et al., 2022). As a result, many students do not receive intensive mentoring when facing personal or academic problems.

Students' high use of digital technology and artificial intelligence is not yet balanced with literacy in safe and ethical use (Livingstone et al., 2022). Students have begun to use AI such as ChatGPT to look for information or express feelings, but do not yet understand its

limitations, risks, and how to use it responsibly (Selwyn, 2022). There is no structured program in schools that integrates the use of AI technology into guidance and counseling services. In fact, AI has potential as a supporting medium to help students reflect on themselves, manage emotions, and increase mental health awareness (Blease et al., 2020). There is a lack of mentoring on the ethics and safety of AI use, particularly regarding personal data protection and the potential for students' dependence on technology (Luxton, 2015). This has the potential to create new risks if not directed properly (Morley et al., 2021). Based on these conditions, a mentoring program is needed that not only introduces the use of AI for self-healing but also emphasizes safety, ethics, and digital literacy in its use (Long & Magerko, 2020). This mentoring is expected to help students use AI wisely for self-reflection, stress management, and increased mental health awareness, while remaining integrated with guidance and counseling services at the school.

METHOD

The implementation method of this service activity was designed systematically to address the partner's two main problems, namely (1) students' low ability in emotion management and self-healing, and (2) the not-yet-optimal use of artificial intelligence (AI) in a safe and ethical way. The approach used was participatory education based on mentoring, combining education, training, practice, and evaluation on an ongoing basis (Bandura, 2001). This community service activity used the PAR (Participatory Action Research) approach, with the aim that the community served could be actively involved in the process of identifying problems and then planning, implementing, reflecting on, and evaluating (Lubis et al., 2025; Bradbury, 2025). The activity was carried out in four stages, namely preparation, core implementation, evaluation, and sustainability.

In the preparation stage, coordination was carried out with the principal and the BK teacher, student needs were identified through observation and discussion, materials on mental health, self-healing, and the use of AI were prepared, pre-test and post-test instruments were drafted, AI modules and guides were developed, and an activity simulation was held. This stage produced program readiness and mentoring tools. The core implementation stage began with orientation and assessment through administering a pre-test and an introduction to mental health, self-healing, and AI. Mentoring was then carried out through five sessions, namely recognizing emotions and stress, managing overthinking, self-healing and coping techniques, practicing AI for self-reflection, and the ethics and safety of AI use. The activity was complemented by hands-on practice with mentoring. After the training, monitoring was carried out through observing AI use, reflective discussion, and identifying obstacles. Students who needed further handling were referred to the BK teacher. The evaluation stage was carried out through process and outcome evaluation (Stufflebeam, 2022). Process evaluation covered attendance, participation, the feasibility of the activities, and student responses. Outcome evaluation was carried out by comparing pre-test and post-test results and identifying changes in self-reflection, stress, and overthinking. Qualitative evaluation was carried out through interviews with students and teachers and behavioral observation to obtain information about participants' changes and experiences. The **sustainability** stage was carried out through handing over the modules

and guides to the school, involving the BK teacher in follow-up mentoring, and integrating the activities into BK services. In this way, the program is expected to be continued independently by the school after the service activity ends.

RESULTS AND DISCUSSION

Implementation of AI-Based Self-Healing Mentoring

The community service activity entitled "Safe and Ethical AI-Based Self-Healing Mentoring for Students of SMP Negeri 30 Muaro Jambi" was carried out on 20 July 2026 at SMP Negeri 30 Muaro Jambi. The activity was attended by 30 male and female students and was carried out by the Community Service team of the Guidance and Counseling Study Program, Universitas Jambi, involving the school's Guidance and Counseling (BK) teacher as a mentoring partner. The activity aimed to give students initial understanding and skills in using artificial intelligence (*Artificial Intelligence*/AI) technology as a tool for self-reflection and self-management in a safe, ethical, and responsible manner.

The mentoring was carried out by taking into account the development of digital technology, which is increasingly close to students' lives. AI was introduced not as a replacement for the BK teacher, parents, or professionals but as a tool that can be used to support self-reflection and emotion management in mild situations (Borghouts et al., 2021). Therefore, the activity not only provided technical skills in using AI but also emphasized aspects of mental health, privacy, digital security, ethics, and students' ability to evaluate information produced by AI.

Orientation and Initial Condition Identification Stage

The activity began with orientation and assessment to build students' initial understanding of mental health, emotional conditions, the use of technology, and the use of AI in daily life. At this stage, students were introduced to the purpose of the activity and guided to recognize various conditions that can arise in adolescent life, such as stress, difficulty managing emotions, excessive thinking (*overthinking*), and the need to engage in self-reflection (Neff, 2023).

The service team also gave an introduction to AI through examples of applications commonly used by students, such as ChatGPT. The introduction was carried out by placing AI in a context close to the participants' lives. Students were guided to understand that AI can be used as a means of obtaining ideas, composing reflective questions, creating a simple journal, or helping organize thoughts, but the results given by AI still need to be considered critically (Robinson et al., 2025).

This orientation stage was also used to build awareness that not all mental health problems can be solved through AI. If students experience more serious psychological problems or need special handling, AI is not used as a replacement for professional services. In such conditions, students are guided to seek help from the BK teacher, parents, or appropriate professionals.

Mentoring in Recognizing Emotions and Stress

After the orientation stage, the activity continued with material on recognizing emotions and stress. Students were guided to recognize the various emotions that can arise in daily life and to understand that emotions are a normal part of human experience. Participants were also given the opportunity to reflect on situations that can cause feelings of pressure, anxiety, disappointment, anger, or discomfort.

The mentoring was carried out interactively through explanation, discussion, and reflection. Students were guided to distinguish between recognizing emotions and reacting impulsively to them (Mayer & Caruso, 2025). This understanding became the foundation before students were introduced to the use of AI as one of the tools for self-reflection.

Mentoring in Managing Overthinking

The next material focused on managing overthinking. Students were given an understanding of the tendency to think about an event repeatedly and how this condition can affect comfort and daily activities (Kökönyei et al, 2024). Participants were invited to recognize the thought patterns that emerge when facing certain problems and guided to develop a more focused way of thinking.

At this stage, AI was introduced as a tool for generating reflective questions. For example, students can use AI to help identify questions such as what they are feeling, what situation triggered it, and what simple actions can be taken. This use of AI was still positioned as a medium supporting reflection, not as a tool for diagnosing or determining students' psychological conditions.

Practice of Self-Healing Techniques

The next activity was mentoring on simple self-healing techniques that students can do in daily life. Self-healing in this activity was positioned as an effort to help individuals reflect, pay attention to their own condition, and develop simple strategies for dealing with everyday pressure or emotional experiences (Pennebaker, 2018).

Participants were given several activities that can be done independently, such as self-reflection, emotion journaling, positive affirmations, and drafting a self-development plan. AI was then used to help provide structure or prompting questions in these activities.

For example, students can use AI to help create reflection questions about the experiences of that day, identify the things that make them feel grateful, or draft simple steps for facing situations that cause pressure. Through this practice, students gained the experience that technology can be used more productively to support the process of self-reflection.

Practice of Using AI for Self-Reflection

After gaining an understanding of self-healing, participants took part in hands-on practice of using AI for self-reflection. The service team gave examples of how to compose a *prompt* that is simple, clear, and suited to reflection needs. Participants were then given the opportunity to try composing a *prompt* independently with assistance from the service team and the BK Teacher.

The practice was directed at using AI for simple activities, such as creating an emotion journal, developing positive affirmations, drafting an activity plan, and obtaining reflective questions. During the practice, students were given an understanding that AI's answers need to be read and reconsidered, not automatically accepted as truth.

This process also strengthened students' critical thinking skills and digital literacy. Participants were guided to consider whether AI's answers fit the situations they face and to understand that AI can produce information that is not always accurate.

Strengthening the Ethics and Safety of AI Use

An important aspect of this activity was the ethics and safety of AI use. Before using AI more actively, students were given an understanding of the importance of maintaining privacy and the security of personal data. Participants were guided not to enter sensitive information such as full personal identity, address, telephone number, passwords, or other people's personal information into AI systems (Perlin et al, 2022).

In addition to data security, students were also given an understanding of the ethics of AI use. AI should not be used to spread information that harms others, create content that violates privacy, commit fraud, or replace relationships and communication with trusted people.

Participants were also guided to verify the information produced by AI. In this way, the skills developed were not only the ability to use AI but also the ability to question, check, and assess the information obtained from that technology.

Monitoring and Reflection

After the practice, monitoring and reflective discussion were carried out to learn about students' experiences while using AI in the given activities. Participants were given the opportunity to share their difficulties, experiences, and the things they found during the practice. The service team provided clarification on AI use that was not yet appropriate and gave reinforcement for practices that were already suitable.

Monitoring was also used to identify obstacles that might arise, whether related to understanding the material, using the technology, or students' ability to reflect. The results of the discussion became the basis for providing reinforcement and adjusting the mentoring while the activity was under way.

The involvement of the BK teacher in the monitoring process is an important part because it allows follow-up to be carried out through guidance and counseling services at the school. In this way, the service activity does not stop at training in the use of technology but can be connected to students' needs for personal and social development services.

Follow-Up

In implementing the program, the service team emphasized that the use of AI for self-healing has limits. AI can be used as a tool for reflection and self-management for mild conditions, but it is not intended for diagnosis, providing psychological therapy, or replacing professionals (Torous et al., 2021).

If a student's condition is found to need further attention or handling, follow-up is carried out through the BK teacher in accordance with the service mechanisms in force at the school. The BK teacher has a role in providing further mentoring and determining the need for referral when necessary. This mechanism is an important part of the safe application of AI because students are not guided to depend on technology when facing problems that require professional intervention.

Evaluation of the Activity Implementation

The evaluation of the activity was carried out through observing students' attendance and participation, the feasibility of the activities, participants' responses, practice activities, and the reflection process. The evaluation was also directed at examining students' understanding of the concept of self-healing, the use of AI, data security, the ethics of technology use, and the limitations of AI in the context of mental health.

While the activity was under way, participants showed involvement in the discussion and practice. The activity of using AI directly gave students the experience of understanding that the technology can be used not only for academic purposes but also as a tool for self-reflection. At the same time, the mentoring emphasized that AI use must be selective, critical, and responsible.

Observations during the activity showed that the hands-on practice approach helped participants understand the material on AI use in a more contextual way. Participants not only received explanations of concepts but also had the opportunity to try composing a *prompt*, evaluate AI responses, and discuss the safety and ethical aspects of its use. The evaluation of the activity was carried out to find out participants' responses to the material, delivery method, media, comfort, benefits of the activity, and the possible application of the knowledge gained. Of the 30 students who took part in the activity, 24 students completed the evaluation instrument. The instrument consisted of 10 statements with a 1–4 rating scale. The evaluation results are presented in Table 1.

Table 1. Results of the Activity Evaluation

NO.	STATEMENT	MEAN	PERCENTAGE	CATEGORY
1	The material presented was easy to understand	3.50	87.50%	Very Good
2	The activity material was useful for me	3.58	89.58%	Very Good
3	The delivery of the material by the speaker was engaging	3.35	83.70%	Very Good
4	I gained new knowledge from this activity	3.50	87.50%	Very Good
5	This activity made me better understand how to prevent sexual harassment	3.29	82.29%	Very Good
6	The timing of the activity was appropriate	3.33	83.33%	Very Good
7	The media used were engaging and helped my understanding	3.33	83.33%	Very Good
8	I felt comfortable taking part in this activity	3.39	84.78%	Very Good
9	I will apply the knowledge I gained in my daily life	3.39	84.78%	Very Good
10	I would like to take part in similar activities in the future	3.64	90.91%	Very Good
Average		3.43	85.74%	Very Good

Based on Table 1, the overall average of participants' responses reached 3.43 out of a maximum score of 4.00, or 85.74%, which falls into the very good category. All indicators obtained values in the very good category. These results show that participants gave a positive response to the implementation of the program, in terms of material, delivery, media, comfort, and usefulness of the activity. The indicator that the activity material was useful for participants obtained an average of 3.58 or 89.58%. This result shows that the material provided was seen as relevant by participants. This relevance relates to mental health material and AI use that is close to students' lives in the digital era. The indicator that the material was easy to understand obtained an average of 3.50 or 87.50%. This result shows that the material on self-healing and AI could be delivered in a way that was acceptable to participants. Delivering the material together with practice also helped connect the concepts given with the experience of using technology in daily life.

The indicator for delivery of the material by the speaker obtained a score of 3.35 or 83.70%, while the indicator for gaining new knowledge obtained a score of 3.50 or 87.50%. These results show that the activity provided a new learning experience for participants. This is in line with the character of the activity, which not only gave theoretical material but also involved participants in practicing the use of AI. The indicator related to understanding the prevention of sexual harassment obtained an average of 3.29 or 82.29%. Although this was the lowest score compared with the other indicators, the value is still in the very good category. This material is related to personal safety, personal boundaries, and the ability to protect oneself in social interactions as well as in the digital environment.

In terms of technical implementation, the appropriateness of the timing obtained an average of 3.33 or 83.33%, while the media used obtained an average of 3.33 or 83.33%. These results show that the technical components of the activity supported the delivery of the material and the practice. The use of media is important because participants not only listened to the material but also followed demonstrations and practice in using AI. The indicator of comfort in taking part in the activity obtained an average of 3.39 or 84.78%. This condition shows that participants responded positively to the atmosphere of the activity. Comfort is an important factor in mentoring related to mental health because students need a space that supports the process of learning, discussion, and reflection.

Furthermore, the indicator of the desire to apply the knowledge in daily life obtained an average of 3.39 or 84.78%. This value shows a tendency among participants to apply the knowledge gained after the activity. This application can take the form of using self-reflection techniques, emotion management, or using AI more safely and responsibly. The highest value was obtained on the indicator of the desire to take part in similar activities in the future, namely 3.64 or 90.91%. This result shows participants' high acceptance of the activity and interest in follow-up mentoring. This finding can become a basis for developing follow-up programs that integrate AI literacy, mental health, and guidance and counseling services.

Discussion

The results of the implementation and evaluation show that safe and ethical AI-based self-healing mentoring can be a relevant educational activity for secondary school students. Participants' high response to the usefulness of the material shows that integrating mental health issues with AI technology can provide a learning experience that fits the context of students' lives. The use of AI in this activity was not directed as a replacement for human interaction or professional services. Rather, AI was used as an aid for self-reflection, such as creating an emotion journal, composing positive affirmations, generating reflective questions, and helping draft a self-development plan (Vaillant, 2021). This approach gave participants the experience of using technology not only as a tool for searching for information or completing academic tasks but also as an aid in the reflection process.

However, the activity also showed the importance of giving an understanding of the limits of AI use. When technology is used in the context of mental health, students need to understand that AI's responses cannot be used as a basis for diagnosis or as a substitute for counseling services (Edwards et al., 2021). Therefore, strengthening AI literacy needs to go together with an understanding of privacy, data security, ethics, and the ability to verify information (Ribble, 2011). The evaluation result of 85.74% shows that the activity received a very good response from participants. This finding was especially visible in the high scores for the usefulness of the material and the desire to take part in similar activities. Nevertheless, this evaluation result needs to be understood as participants' response to the implementation of the program, not as direct evidence of changes in participants' mental health condition. The instrument used in the evaluation served to find out participants'

acceptance and perceptions of the activity.

From the perspective of Participatory Action Research, this activity shows a process that involved participants and the school partner in a series of actions and reflections. Participants did not merely receive the material but were involved in discussion, practice in using AI, reflection, and evaluation. The BK teacher was also involved in the mentoring and monitoring process so that the results of the activity could be followed up through BK services at the school. The involvement of the BK teacher is an important part of the program's sustainability. AI can be one of the media that supports students' reflection process, but human mentoring is still needed to understand students' personal, social, and developmental context more comprehensively (Vygotsky, 2021). Therefore, the program's sustainability is directed at the integration of the material into BK services, particularly in the personal and social domains.

Overall, this activity shows that AI-based self-healing mentoring needs to be placed within a framework of technology use that is safe, ethical, critical, and still human-oriented. The integration of AI literacy and guidance and counseling services can help students gain initial skills in using technology more responsibly while also raising awareness of the importance of maintaining mental health.

CONCLUSION

The community service activity with the theme "Safe and Ethical AI-Based Self-Healing Mentoring for Students of SMP Negeri 30 Muaro Jambi" was carried out through the Participatory Action Research (PAR) approach, actively involving students and the Guidance and Counseling teacher in the processes of orientation, mentoring, practice, reflection, monitoring, and evaluation. The activity gave students experience in recognizing emotions and stress, managing *overthinking*, performing simple *self-healing* techniques, and using AI as a tool for self-reflection.

The evaluation results from 24 participants showed a very good response to the implementation of the activity, with an average score of 3.43 on a scale of 4, or 85.74%. All evaluation indicators were in the very good category. The highest response was for participants' desire to take part in similar activities in the future (90.91%), while the indicator of understanding the prevention of sexual harassment obtained a score of 82.29% and remained in the very good category. These results show that the activity was well received and viewed as relevant by participants.

The activity also affirmed the importance of using AI safely, ethically, critically, and responsibly in the context of mental health. AI can be used as a medium supporting self-reflection, but it does not replace the role of the BK teacher, parents, or professionals in handling psychological problems that need further handling. The program's sustainability can be achieved through integrating the material into guidance and counseling services at the school, as well as mentoring and referral by the BK teacher according to students' needs.

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